**OUTCOME 4: LEARNING***CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS*

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| Learning - curiosity   * Often displays curiosity and enthusiasm for learning. * Usually displays curiosity and enthusiasm for learning. * Sometimes displays a curiosity and enthusiasm for learning but requires adult encouragement to engage in learning. |
| Learning - initiation   * Often engaged in and leads a variety of rich and meaningful inquiry-based experiences. * Usually engages and sometimes leads a variety of rich and meaningful inquiry-based experiences. * Sometimes engages in familiar inquiry-based experiences. * Requires some adult support and prompts to engage with inquiry-based experiences. |
| Learning - engagement   * Often follows and extends their own interests with deep engagement and concentration. * Usually able to follow and extend their own interests with deep engagement and concentration. * Currently requires adult prompts and encouragement to follow and extend their own interests with engagement and concentration. |
| Learning - meta cognition   * Is able to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self. * Is beginning to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self. * Currently requires adult prompts to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self. |
| Learning - design   * Is able to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling. * Is beginning to develop the ability to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling. * Requires adult prompts and encouragement to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling. |
| Problem solving - application   * Is able to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations. * Is beginning to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations. * Requires adult prompts to apply a variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations. |
| Problem solving - classification   * Is able to independently sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings. * Is beginning to sort and classify familiar objects, and copy, continue and create patterns with objects and drawings. * Currently requires adult prompts to sort and classify familiar objects and copy, continue and create patterns with objects and drawings. |
| Problem solving - repetition   * Recognises the importance of repetition of a process in solving problems. * Is beginning to recognize the importance of repetition of a process in solving problems. * Requires adult prompts to recognise the importance of repetition of a process in solving problems. |
| Problem solving - memory   * Is able to draw on memory of a sequence to complete a task. * Is beginning to draw on memory of a sequence to complete a task. * With adult prompts is beginning to draw on memory of a sequence to complete a task. * Relies on adults to use memory of a sequence to complete a task. |
| Problem solving - numeracy   * Is able to connect number names, numerals and quantities, including zero and beyond 10. * Is beginning to connect number names, numerals and quantities, including zero, up to 10. * Is able to connect number names, numerals and quantities, including zero, up to 5. * Requires adult prompts to connect number names, numerals and quantities up to 5. * Requires adult prompts and reminders to connect number names, up to 5. |
| Problem solving - comparisons   * Is able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language. * Is beginning to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language. * Is beginning to be able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language. * Requires adult guidance to make direct comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language. |
| Problem solving - geometry   * Is able to compare and order several shapes and objects based on length, area, volume and capacity. * Is beginning to compare and order several shapes and objects based on length, area, volume and capacity. * Is beginning to be able to compare and order several familiar shapes and objects based on length, area, volume and capacity. * Requires adult prompts to compare and order several shapes and objects based on length, area, volume and capacity. |
| Problem solving - predictions   * Often participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions. * Sometimes participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions. * Relies on adults to prompt participation in guided investigations and/or play, including beginning to make simple predictions and observations using the senses, to explore, co-construct and answer questions. |
| Transfer - learning   * Is confidently able to accurately mirror, repeat and practise the actions of others, either immediately or later. * Is beginning to be able to mirror, repeat and practise the actions of others, either immediately or later. * Is beginning to immediately mirror, repeat and practise the actions of others, and requires some reminder prompts for later recall. |
| Transfer - adapt strategies   * Often demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context. * Sometimes demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context. * With adult prompts is able to consider how some strategies that were effective to solve problems in one situation might be used in a new context. * Relies on adults to consider how a strategy that was effective to solve a problem in one situation might be used in a new context. |
| Transfer - tools for technology   * Is able to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies). * Is beginning to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies). * With support is beginning to explore the purpose and function of a range of tools, media, sounds and graphics (including communications technologies). * Has little exposure or understanding of tools, media, sounds and graphics (including communications technologies). |
| Transfer - creativity   * Is able to explore ideas and theories using imagination, creativity and play. * Is beginning to explore ideas and theories using imagination, creativity and play. * Requires adult support to prompt ideas and theories using imagination, creativity and play. |